



UNIVERSITY OF ALBERTA
FACULTY OF PHARMACY AND
PHARMACEUTICAL SCIENCES

PHARM 537
COURSE OUTLINE and SYLLABUS

Fall/Winter 2020/21

PHARM 537 Advanced Pharmacy Practice Experience – Mandatory Elective

Course weight: *8

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Office Hours: Monday to Friday by appointment

Policy about course outlines can be found in
[Course Requirements, Evaluation Procedures and Grading](#)
of the University Calendar.

Course Description

This 8-week elective is intended to give students an opportunity to expand their knowledge and skills in other areas of professional practice, including patient care and non-patient care settings. Three options are available for students: (1) patient care experiences, (2) non-patient care experiences and (3) a combination of patient care and non-patient care experiences. Students will select a practice setting of interest based on availability. Students will be responsible for developing their own learning plan and demonstrating how they have achieved their goals. The learning plan will be finalized after preceptor review.

Practice settings in which this elective may occur include but are not limited to: Academic Setting (teaching or projects), Advocacy/Professional Associations, Administration/Leadership/Management, Clinical Practice (various settings), Compounding, Drug Use Evaluation/Drug Stewardship, Health Policy/Government Services, Quality Improvement and/or Medication Safety, or Research (Practice- or Lab-based).

Course Prerequisite: Pharm 316, Restricted to PharmD for BScPharm students.

Course Requirements: Course requirements are listed and outlined on the Faculty of Pharmacy and Pharmaceutical Sciences website under Current Students > [Experiential Education Requirements](#). Students must have all items up-to-date to proceed on placement.

Other Course Fees

Students are expected to travel within the province to complete their experiential education course requirements. Costs associated with travel, accommodation or additional requirements are student responsibilities. Students are encouraged to contact student services regarding funding opportunities.

Required Reading

See eClass for Required Readings that pertain to all Advanced Pharmacy Practice Experiences (APPEs). Review prior to the first APPE and then as needed to support learning. Please note resources related to Covid-19 pandemic: [COVID 19 Resources for Students on Placement](#)

Recommended Resources

See eClass for Recommended Resources that may pertain to all Advanced Pharmacy Practice Experiences (APPEs). Prior to the placement students should ask their preceptor about resources that should be brought to the placement or pre-readings that should be completed prior to the placement.

Other Required Materials

Students are required to wear their Faculty identification at all times when they are in the practice environment. Students are required to have a lab coat and should be prepared to wear it (if deemed appropriate based on setting). Students who are providing patient care will need to know their N95 Mask size in case this needs to be worn as personal protective equipment.

Course Schedule

Due to the COVID-19 pandemic, the 8-week blocks may vary; students and preceptors will be notified of any required changes. Individual student schedules are in CORE ELMS. Students must register for the course in the term that the placement is scheduled.

Fall Term

- Block 1: August 31 - October 23, 2020
- Block 2: October 26 - December 18, 2020

Winter Term

- Block 3: January 4 – February 26, 2021
- Block 4: March 1 - April 23, 2021

Students enrolled in PHARM 538/539 Integrating Seminars are expected to be away from the placement site to attend PHARM 538/539 Seminars. Please refer to PHARM 538/539 syllabi for exact dates.

Attendance and stat holiday information: see [Undergraduate Experiential Education Policies and Procedures Manual](#)

Course Objectives

As this course runs for an entire school year, the pandemic may have differing influences on practice. Some outcomes may be emphasized more than others depending on pandemic situation at time course is taken. Flexibility regarding the activities completed to achieve the outcomes is acceptable and encouraged.

The student is expected to demonstrate competencies of professionalism, communication, scholar, collaborator and care provider (if a patient care setting). The student will develop learning goals, with specific learning objectives, and indicators of progress to individualize his/her learning experience; finalization of the learning plan will occur after consultation with the preceptor. Students will also be required to meet the learning objectives as outlined in the preceptor's Site Description.

The course is designed to develop the following **knowledge, skills and attitudes**:

1. Apply knowledge required of pharmacists in the practice setting.
2. Demonstrate competency in verbal, non-verbal, and written communication (as applicable to the placement setting).
3. Integrate critical thinking, decision-making and evidence-based medicine into practice (as applicable to the placement setting).
4. Provide care utilizing the patient care process (for placements in clinical settings, or with a clinical component)
5. Function effectively as a member of a team
6. Apply scholarly skills such as teaching and incorporation of best evidence (as applicable to the placement setting).
7. Develop a learning plan and reflect/document progress across the experience.
8. Display professional behavior and attitude.
9. Demonstrate Initiative and self-directed learning.

Grading

Title	Weight	Date	Type
Assignment #1: Learning Plan	Pass/fail	See description	Assignment
Assignment #2 & 3: Determined between preceptor and student	Pass/fail	See description	Assignment
Preceptor Assessment of Student: Midpoint	Formative	After 160 hours	Assessment
Preceptor Assessment of Student: Final	Pass/Fail	After 320 hours	Assessment
Student Evaluation of Course	Completion required	After 160 and 320 hours and post-course	Evaluation

Pharm 537 is a Credit/No Credit course. At the end of the placement, preceptors recommend a grade on the final Student Performance Assessment. Formative feedback is provided by preceptors to guide and support achievement of course goals.

To pass the course, students must receive a “pass” on their final Student Performance Assessment (*see Appendix 1 or 2, pending the type of placement*) from their preceptor at the end of the course [grading criteria in CORE ELMS], complete all course requirements in a satisfactory manner and complete all required assessments. The Faculty course coordinator provides a final course grade (Pass: Credit or Fail: No Credit) following review of the submitted assessments and assignments.

Students Who May Require Support

The student should email the Course Coordinator following review of the Midpoint Student Performance assessment if *any outcomes* are rated as **Not Meeting an Acceptable Level of Performance** or if performance concerns are identified and students would like additional support to address these.

Assessment Information

- All assessments are completed and submitted using CORE ELMS. All assessments are posted prior to the start of the placement. Students are encouraged to review so they know the assessment outcomes and criteria.
- Formative feedback is encouraged throughout the placement. It is recommended students and preceptors discuss how things are going after week 1. Items to be discussed at this time include any early concerns or clarifications regarding expectations or course related activities.
- Time points for completing assessments is outlined in the Assessment and Assignment Schedule (**Appendix 3**).
- Further information and details regarding each assessment can be found in eClass.

Course Schedule/Activities

- Course activities will be variable depending on the type of placement site. Your preceptor(s) will provide details within their Site Description and during the orientation. **Given the Covid-19 pandemic, activities may be modified to account for various practice circumstances. Students may also be required to work remotely as determined to be appropriate between student and preceptor(s).**
- Students are expected to participate in the activities which routinely occur at the practice site. Specific assignments and projects will be discussed between preceptor(s) and student, including student expectations and timelines for completion.
- Students are expected to debrief and discuss placement activities with their preceptor(s).
- For students who have the opportunity to participate in administering drugs by injection, the following applies:
 - They must have successfully completed the training (as required by ACP) in Pharm 430, and
 - Completed CPR Level C + First Aid.Students must only administer injections under the direct supervision of a pharmacist authorized by ACP to administer drugs by injection.

Assignments

Assignment #1: PHARM 537 Learning Plan

Students are required to develop a PHARM 537 Learning Plan using the template in Appendix 4. Once developed, the student will email it to his/her preceptor (or co-preceptor team) for review at least 1-week prior to start of placement. Students must also upload it to Student Requirements in CORE ELMS. In consultation with the preceptor(s), the student will refine and finalize the components of the Learning Plan by the end of week 1 of the placement. Once the preceptor approves the final version, it must be uploaded to Student Requirements in CORE ELMS under Pharm 537 Learning Plan (end of week 1 of your placement block). At midpoint and final, progress updates must be entered by students and report to their preceptor during assessment discussions (to facilitate version control, include the latest date of the Learning Plan in the **document title**).

At midpoint student performance assessment, any areas needing improvement according to the ratings provided by the preceptor, the student should add these to his/her Learning Plan, and specify Indicators of Progress.

At final student performance assessment, any area rated below expected (either Needs Improvement or Not Meeting an Acceptable Level of Performance) must be incorporated into the objectives of the learning plans for subsequent placements. It is recommended that students carry forward items where previous preceptors have given constructive feedback. This process allows the student to track growth across all placements and gives new preceptors information to better support continuity of skill development.

The Learning Plan must include:

- Placement Information (placement name, site, preceptor name(s))
- Learning Plan
 - learning goals (maximum of 4)
 - strategies and resources to achieve goals
 - indicators of progress
 - progress at midpoint (completed at end of week 4) and final (completed at end, week 8), including the self-assessment rating the student would assign themselves at that point (midpoint or final)

Assignments #2 and 3 – Assignments related to placement

Specific placement activities and assignments will be determined between student and preceptor. Examples include projects, presentations, education sessions/resource development, research protocol development, literature review, etc. Should presentations be required as part of the placement, rubrics for the following types of presentations are located in eClass and can be used during the placement (please provide to your preceptor(s)):

- Case presentation
- Journal Club presentation
- General presentation
- Education Session – Feedback Form

These assignments do NOT need to be posted in eClass. They must be completed to the satisfaction of your preceptor(s).

A summary table outlining the schedule for assessments and assignments is in **Appendix 3**.

Instructor Assumptions

Students

This placement provides an opportunity for the student to diversify their experience based on the practice setting chosen. In addition to completing the placement activities outlined by the preceptor, it allows students to tailor the experience to his or her unique personal and career goals. Students must be self-directed when preparing for this course through the development of their Learning Plan. Reviewing the Site Description (prepared by the preceptor) in CORE ELMS will provide information about the preceptor's practice, and give students a basis for setting learning goals. Engaging with your preceptor(s) further about the practice setting and learning opportunities is encouraged to maximize the student's ability to design a meaningful learning plan.

Having completed placements after years 1 and 2, students are aware that they are different from classroom learning. *Professionalism, communication skills and scholarly curiosity* are crucial components of the course. Although preceptors will guide the learning, *students are ultimately responsible* to drive the learning process and ensure completion of all activities, assignments and assessments. *This is an advanced placement so the preceptors expect students to be accountable and self-motivated.* Students should take an active role in their learning by setting goals, seeking out learning opportunities and being self-directed. Students should expect to spend time outside of the placement hours to complete or prepare for placement activities. See Section on Student Responsibilities in the [Undergraduate Experiential Education Policies and Procedures Manual](#). Due to variability of practice sites, experiences will differ.

Another important student responsibility is contacting the Faculty if concerns arise. There are assessments built into the course that provide checks and balances about learning and the overall experience, however it is important that students contact the Faculty prior to or during the placement to discuss concerns or questions. These are dealt with in a individual and confidential manner.

Preceptors

Preceptors may be pharmacists or other healthcare professionals. Some practice settings may have more than one preceptor (co-preceptors) to direct and supervise your learning experience.

After learning plan development, the preceptor is expected to provide feedback on the plan with respect to quality and feasibility. Preceptors must determine any student requirements, such as IT access, and take the necessary steps to facilitate these requirements are met at the practice site.

Experiential Education Policies & Procedures

Please refer to the [Undergraduate Experiential Education Policy and Procedure Manual](#) for experiential education policies. Students must review this manual prior to the placement. These include:

- Attendance policies (illness, bereavement) and participation in professional opportunities such as conferences, PDW, Pharm D interviews, etc. In general, it is expected that students are at the placement site 40 hours per week, with schedule to be determined between student and preceptor.
- Human Blood and Bodily Fluid Exposure (HBBFE) Procedures (Needlestick Injury)
- Communication Policy
- Protection of Privacy Policy
- Preceptor recognition procedures
- If students experience Covid-19 like symptoms or have concerns due to a COVID-19 exposure, they should complete the [AHS On-line Self-Assessment](#) and follow instructions to be tested and/or self-isolate. If self-isolation is recommended, students are required to contact the Course Coordinator and Student Services, and record their absence in the CORE ELMS Absence Tracker.

Technology Requirements

Personal Laptop Computers

Students may be asked to bring personal lap tops to placement sites to use for non-patient care activities.

eClass: Students must access eClass to obtain course information and resources.

CORE ELMS: Students must complete placement and course evaluations in CORE ELMS. Additionally, students are required to post their Learning Plan and CV/Resume under My Requirements within CORE ELMS. If technical assistance is required, contact phexed@ualberta.ca

Netcare Access: For information on Netcare (if required), see [website](#).

University Policies

Plagiarism and Cheating: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the Code of Student Behaviour; www.governance.ualberta.ca

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, created and/or used within the context of the course is to be used solely for personal study and is not to be used or distributed for any other purpose without prior written consent from the content author(s). Policy about course outlines can be found in [Course Requirements, Evaluation Procedures and Grading](#) of the University Calendar.

Faculty Policies

[Territorial Acknowledgement](#): The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Metis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

[Pharmacy Code of Professionalism](#): Students are expected to abide by the Faculty's Pharmacy Code of Professionalism at all times. Lapses in professional conduct may result in the issuing of a Professional Accountability Form. If issued, these forms will be kept on student records for 2 years.

[Accessibility Resources](#) *(Formerly: Student Accessibility Services (SAS))*

Student accommodations are offered in accordance with the [Faculty of Pharmacy and Pharmaceutical Sciences \(FoPPS\) Essential Skills policy](#). Accessibility Resources will work with the FoPPS (Office of Student Services) to determine the nature of any accommodation that will be granted. Once approved, Accessibility Resources will provide students and the Faculty with a "Letter of Accommodation". The Faculty will share accommodation requirements with course instructors.

Equality, Equity and Respect

The Faculty of Pharmacy and Pharmaceutical Sciences is committed to providing an environment of equality and respect for all people and to developing teaching and learning contexts that are welcoming to all. The faculty recommends that staff and students use inclusive language to create an atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic backgrounds. In order to create a thoughtful and respectful community, it is encouraged to use gender-neutral or gender-inclusive language and to become more sensitive to the impact of devaluing language.

APPENDIX 1 – PHARM 537 Student Performance Assessment – Form A/C (Patient Care or Combination of Patient Care and Non-Patient Care))

This table outlines the behaviours and outcomes that students will be assessed on by the preceptor at the midpoint and final points of the placement. For Type C placements, the proportion of time spent on patient care activities will be variable and dependent on the preceptor’s patient care setting/schedule. Assessments are completed in CORE ELMS.

OUTCOME	BEHAVIOURS
Professional	
1. Displays professional behaviour and adheres to high ethical standards.	<ul style="list-style-type: none"> • Demonstrates honesty, integrity, humility, commitment, altruism, compassion, and respect towards others. • Does not engage in distracting behavior. • Maintains privacy and confidentiality. • Dresses professionally and maintains appropriate personal hygiene. • Maintains appropriate interpersonal boundaries. • Is accessible, diligent, timely and reliable to others.
2. Demonstrates professional responsibility and accountability and practices within the scope of a 4 th year student.	<ul style="list-style-type: none"> • Takes responsibility and accountability for actions and inactions; preceptor support may be required early in placement. • Prioritizes activities and manages time to balance course requirements and practice site workflow. • Responds appropriately to ethical issues encountered in practice; preceptor support may be required. • Applies standards of practice, policies, and codes that govern the profession; practices within the scope of a 4th year student.
3. Demonstrates initiative, self-directed learning, and commitment to excellence in practice of pharmacy.	<ul style="list-style-type: none"> • Takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning opportunities). • Accepts, incorporates and provides feedback in an effective and constructive manner. • Sets personal goals to support development of professional skills, knowledge and attitudes.
Communicator	
1. Demonstrates effective non-verbal and verbal communication to instill trust and confidence.	<ul style="list-style-type: none"> • Speaks clearly, effectively and respectfully, tailoring responses to the context and audience. • Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions) • Listen, actively solicit and respond appropriately to ideas, opinions, and feedback from others (patients, team members, preceptor(s), etc) • Uses appropriate language, pace and tone that is suitable for the complexity, ambiguity, urgency of the situation. • Expresses recommendations, facts, evidence, opinions and positions accurately and effectively, with clarity and an appropriate level of confidence; may require preceptor support early in the placement.
2. Effectively communicates in writing.	<ul style="list-style-type: none"> • Provides appropriate level of detail and complexity, breadth and depth; preceptor support may be required early in placement. • Uses appropriate language and tone for the type of written communication and intended audience. • Prepares timely, clear documentation that maximizes safety and understanding.

OUTCOME	BEHAVIOURS
Care Provider	
1. Establishes and maintains professional relationships with patients/care givers.	<ul style="list-style-type: none"> Engages patient; may require some preceptor prompting and guidance. Exhibits sensitivity, respect and empathy with patients and care givers. Identifies/responds to patient cues with preceptor guidance. Determines when it is ethically and professionally appropriate to involve caregivers and/or family members.
2. Gather and interpret relevant, necessary information about a patient's health-related needs.	<ul style="list-style-type: none"> Utilizes multiple sources of patient information to synthesize data to complete a patient history; may require preceptor support initially. Employs effective interviewing techniques (e.g. appropriate open and closed ended questions, uses motivational interviewing when appropriate). Employs a systematic process to gather data accurately based on the Patient Care Process document. Gathers and interprets appropriate amounts of information including relevant physical exam, lab tests, point-of-care and diagnostic assessments. Clarifies and manages conflicting data; may require preceptor support initially.
3. Formulate assessment of actual and potential issues in collaboration with the patient & other healthcare team members; prioritize issues to be addressed.	<ul style="list-style-type: none"> Prioritizes medication-related needs based on urgency and patient preferences. Determines patient's medical condition(s) and determines those where medication needs are not currently being addressed. Assesses drug therapy for indication, efficacy, adherence and safety.
4. Develops a care plan that addresses medication and health needs.	<ul style="list-style-type: none"> Uses a systematic approach to develop care plans including for patients with multiple comorbidities. Establishes goals in collaboration with the patient that are relevant, realistic and timely. Generates a realistic set of alternatives and assesses the pros and cons. Develops a safe and effective plan (recommendations, monitoring and follow-up), for managing patient needs.
5. Implements the care plan when appropriate.	<ul style="list-style-type: none"> Implements specific actions for managing medication-specific needs (dispense, adapt, prescribe, refer, etc) with preceptor supervision. Communicates the agreed-upon care plan and rationale to patients and/or other healthcare providers with preceptor support. Educates the patient on both non-pharmacological. (e.g. lifestyle) and pharmacological recommendations. Negotiates and adapts plan with team and/or patient/caregivers with preceptor support when necessary. Initiates and completes seamless care activities when appropriate.
6. Follow-up and evaluate as appropriate.	<ul style="list-style-type: none"> Evaluates data to assess efficacy/safety/adherence as well as progress towards achieving goals of therapy. Adjusts care plan, if needed, in collaboration with the patient and relevant team members.
Collaborator	
1. Works effectively with members of the team including patients and their families, pharmacy colleagues and individuals from other professions.	<ul style="list-style-type: none"> Establishes and maintains positive relationships Recognizes and can negotiate shared and overlapping responsibilities with other professionals. Participates in respectful and effective shared decision-making. Provides services and care as agreed upon with the patient and team. Manages disagreements or conflicts in a way that supports collaborative culture.

OUTCOME	BEHAVIOURS
Scholar	
1. Demonstrates the fundamental knowledge required to participate in placement setting.	<ul style="list-style-type: none"> • Has minimal gaps in fundamental pharmacist knowledge required for placement learning activities. • Initiates and undertakes appropriate learning to successfully diminish knowledge gaps.
2. Applies critical thinking and clinical judgment to make decisions.	<ul style="list-style-type: none"> • Weighs the pros and cons of alternatives to make decisions (or to select a course of action); <i>may require preceptor support.</i> • Makes decisions using an evidence-informed approach. • Logically defends decisions, chosen strategies, and/or recommendations. • Applies experience and knowledge gained in the placement to better manage new tasks, situations and/or challenges.
3. Uses best evidence available to provide medical information and patient care.	<ul style="list-style-type: none"> • Uses systematic approach to search for best available literature. • Able to formulate a clinical question. • Analyzes and appraises research, literature and/or other references with accuracy and insight to inform response to questions and patient care decisions.
Learning Objectives determined by preceptor (as outlined in Site Description)	
1. Demonstrates the knowledge, skills and attitudes outlined by the preceptor in the Site Description.	<ul style="list-style-type: none"> • Negotiates and prioritizes a plan with the preceptor at the beginning of the placement to determine activities • Fulfills placement objectives as negotiated with the preceptor • Embraces opportunities in the practice setting as appropriate

APPENDIX 2 – PHARM 537 Student Performance Assessment – Form B (Non-Patient Care)

This table outlines the behaviours and outcomes that students will be assessed on by the preceptor at the midpoint and final points of the placement. Assessments are completed on-line in CORE ELMS.

OUTCOME	BEHAVIOURS
Professional	
1. Displays professional behaviour and adheres to high ethical standards.	<ul style="list-style-type: none"> • Demonstrates honesty, integrity, humility, commitment, altruism, compassion, and respect towards others. • Does not engage in distracting behavior. • Maintains privacy and confidentiality. • Dresses professionally and maintains appropriate personal hygiene. • Maintains appropriate interpersonal boundaries. • Is accessible, diligent, timely and reliable to others.
2. Demonstrates professional responsibility and accountability and practices within the scope of a 4 th year student	<ul style="list-style-type: none"> • Takes responsibility and accountability for actions and inactions; preceptor support may be required early in placement. • Prioritizes activities and manages time to balance course requirements and practice site workflow. • Responds appropriately to ethical issues encountered in practice; preceptor support may be required. • Applies standards of practice, policies, and codes that govern the profession; practices within the scope of a 4th year student.
3. Demonstrates initiative, self-directed learning, and commitment to excellence in practice of pharmacy	<ul style="list-style-type: none"> • Takes initiative to learn, enhance skills and integrate knowledge (i.e. maximizes learning opportunities). • Accepts, incorporates and provides feedback in an effective and constructive manner. • Sets personal goals to support development of professional skills, knowledge and attitudes.
Communicator	
1. Demonstrates effective non-verbal and verbal communication to instill trust and confidence.	<ul style="list-style-type: none"> • Speaks clearly, effectively and respectfully. • Uses appropriate non-verbal communication. (e.g. open body language, use of facial expressions) • Listen, actively solicit and respond appropriately to ideas, opinions, and feedback from others (ie: team members, preceptor(s)) • Uses appropriate language, pace and tone that is suitable for the nature of the situation. • Expresses recommendations, facts, evidence, opinions and positions accurately and effectively, with clarity and an appropriate level of confidence; may require preceptor support early in the placement.
2. Effectively communicates in writing.	<ul style="list-style-type: none"> • Correctly applies the rules of syntax, grammar and punctuation. • Provides appropriate level of detail and complexity, breadth and depth; preceptor support may be required early in placement. • Uses appropriate language and tone for the type of written communication and intended audience.
Collaborator	
1. Works effectively with members of the team	<ul style="list-style-type: none"> • Establishes and maintains positive relationships • Recognizes and respects the roles and responsibilities of team members. • Respectfully and effectively participates in team decision-making. • Contributes to optimize team functioning.

OUTCOME	BEHAVIOURS
Scholar	
1. Demonstrates the fundamental knowledge required to participate in placement setting	<ul style="list-style-type: none"> • Has minimal gaps in fundamental pharmacist knowledge required for placement learning activities. • Initiates and undertakes appropriate learning to successfully diminish knowledge gaps.
2. Applies critical thinking and sound judgment.	<ul style="list-style-type: none"> • Identifies missing knowledge or information when approaching a scenario. • Anticipates the outcome of decisions and actions; <i>may require preceptor support initially.</i> • Logically defends decisions, chosen strategies, and/or recommendations. • Applies experience and knowledge gained in the placement to better manage new tasks, situations and/or challenges.
3. Formulate a research question and describe the parameters of a practice problem, medication controversy or evaluation opportunity.	<ul style="list-style-type: none"> • Appreciates the need to contribute to the generation and discovery of new information as it pertains to professional development, health outcomes, practice innovation or administrative improvement. • Uses a systematic approach to search for best available literature. • Analyzes and appraises research, literature and/or other references with accuracy and insight.
4. Demonstrates the ability to teach others. (NOTE: demonstrated through writing, oral presentations, meetings where student describes findings to others.)	<ul style="list-style-type: none"> • Employs appropriate teaching roles and strategies to suit the learner(s)/audience and the content. • Delivers content effectively. • Delivers effective feedback (if applicable). • Incorporates appropriate learning assessment and/or evaluation strategies (if applicable).
Advocate	
1. Promotes the vision of the pharmacy profession.	<ul style="list-style-type: none"> • Promotes the role and impact of pharmacists in health outcomes, population health, education, and/or research. • Demonstrates commitment for the advancement of the pharmacy profession.
Leader-Manager	
1. Demonstrates leadership and management skills	<ul style="list-style-type: none"> • Demonstrates effective problem-solving skills (as it applies to the strategic priorities of the practice setting). • Asks good questions to inform themselves of a situation or task before taking action. • Exhibits empathy to appreciate others' perspectives. • Demonstrates ability to develop trusting relationships.
Learning Objectives determined by preceptor (as outlined in Site Description)	
1. Demonstrates the knowledge, skills and attitudes outlined by the preceptor in the Site Description	<ul style="list-style-type: none"> • Negotiates and prioritizes a plan with the preceptor at the beginning of the placement to determine activities • Fulfills placement objectives as negotiated with the preceptor • Embraces opportunities in the practice setting as appropriate

APPENDIX 3: PHARM 537 Assessments and Assignment Schedule

Week	Activities/Assessments/Assignments
1-4 weeks before placement starts	<input type="checkbox"/> Review syllabus: course expectations, activities and assignments. <i>See new Covid-19 resources.</i> <input type="checkbox"/> Review Site Description prepared by your preceptor; note learning objectives and any recommendations for preparation. <input type="checkbox"/> Learning Plan Assignment: Prepare after reviewing the Site Description. Can contact preceptor if desired to discuss prior to its creation. Email to preceptor(s) and upload to Student Requirements (in CORE ELMS) at least 1 week prior to placement. <input type="checkbox"/> Corresponded with preceptor regarding: start time, dress code, parking, etc. <input type="checkbox"/> Provide preceptor with Netcare registration form (if applicable) {4 weeks before start}
Week 1: Date: _____	
Orientation (preceptors can use Orientation Checklist in Preceptor Guide) <i>Modify activities as needed due to pandemic.</i>	<input type="checkbox"/> Review and discuss student-prepared Learning Plan. <input type="checkbox"/> Discuss preceptor's learning course objectives and activities. <input type="checkbox"/> Develop/discuss preliminary schedule for placement. <input type="checkbox"/> Discuss student/preceptor expectations and responsibilities. <input type="checkbox"/> Discuss assessment processes and timelines (including plan for feedback and debriefing). <input type="checkbox"/> Tour practice setting. <input type="checkbox"/> Log in to ensure Netcare access, as well as access to other on-site systems. (if applicable)
Early Check-In	<input type="checkbox"/> END of Week 1: Discuss how things are going from both preceptor/student perspectives. Clarify any questions. Review schedule and expectations for balance of placement. <input type="checkbox"/> Post revised Learning Plans (if revised) to reflect preceptor feedback.
Week 4: Date: _____	
Midpoint Assessments and Evaluations	<input type="checkbox"/> MID-POINT Assessments (CORE ELMS): Student Performance Assessment: midpoint; completed by preceptor; review with student. <input type="checkbox"/> Student Evaluation of Preceptor; midpoint; and Student Self-Assessment (midpoint); discuss both with preceptor
Learning Plan Progress Update	<input type="checkbox"/> Update progress achieved (midpoint column) in Learning Plan, and assign self-assessment rating. Incorporate new goals or update/refine existing ones as appropriate. <u>Share with preceptor.</u> Post updated Learning Plan in CORE ELMS.
Week 8: Date: _____	
Final Assessments and Evaluations	<input type="checkbox"/> Review Final Student Performance Assessment and Placement Grade; completed by preceptor; reviewed with student. <input type="checkbox"/> Student Evaluation of Preceptor/Site (final) and Student Self-Assessment (final); discuss both with preceptor
Learning Plan Progress Update	<input type="checkbox"/> Update progress achieved (final column) in Learning Plan, and assign self-assessment rating. Incorporate new goals or update/refine existing ones as appropriate. <u>Share with preceptor.</u> Post completed Learning Plan in CORE ELMS.
Program Evaluation	<input type="checkbox"/> Complete Post Placement Evaluation (CORE ELMS); submit AFTER leaving site within 48 hours. <input type="checkbox"/> Consider preceptor nomination for Preceptor Recognition Program. <input type="checkbox"/> Anonymous Student Survey (survey link emailed to student)

APPENDIX 4: PHARM 537 Mandatory Elective Learning Plan Template

<<Name>>

<<Date>>

<u>Placement Name:</u>		
<u>Placement Site(s):</u>	<u>Primary Preceptor Name:</u>	<u>Additional Preceptors:</u>

Learning Plan

Goal Indicate what knowledge or skill(s) you would like to obtain and/or further develop in this setting. Use SMART format.	Strategies <ul style="list-style-type: none"> Describe strategies you will use to attain your learning goal. Include actions you will do to achieve your goal. Strategies may change as you work towards your goal. 	Indicators of Progress <ul style="list-style-type: none"> describe the indicators that will inform you of your progress or achievement examples include debriefing with preceptor, receiving feedback from team members, self-reflection or evaluation, etc 	Progress at MIDPOINT Summary <ul style="list-style-type: none"> key accomplishments important next steps behaviors/skills/knowledge requiring further improvement 	Progress at FINAL Summary <ul style="list-style-type: none"> key accomplishments important next steps behaviors/skills/knowledge requiring further improvement
			Self-Assessment Rating (SAR) <ul style="list-style-type: none"> Meeting Expectations of progress in learning (ME) Needs Improvement (NI) 	Self-Assessment Rating (SAR) <ul style="list-style-type: none"> Meeting Expectations of progress in learning (ME) Needs Improvement (NI)
1.			Summary <i>Student types progress here</i>	Summary <i>Student types progress here</i>
			SAR _____	SAR _____
2.			Summary <i>Student types progress here</i>	Summary <i>Student types progress here</i>
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			SAR _____	SAR _____
3.			Summary <i>Student types progress here</i>	Summary <i>Student types progress here</i>
			SAR _____	SAR _____

Please provide a summary of feedback you have received from previous preceptors/lab facilitators/employers/peers to date.

Previous Feedback: Strengths	Previous Feedback: Areas for Improvement
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